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ABSTRACT

A study was done to (1) determine how extensive is the need for vocational education for college graduates who must return for job-entry level course work (educational loopers), (2) determine the kinds of vocational course work the returning graduate desires, (3) investigate the reasons the college graduate has chosen to return to a college vocational program, and (4) make recommendations on the advisability and availability of a definite vocational curriculum. A questionnaire was distributed to students in occupational education courses at five Connecticut community colleges who had identified themselves as loopers (four-year college graduates). Based on the responses received from forty-nine students ranging in age from twenty-two to fifty-eight years old, it was concluded that the looping phenomenon is the result of (1) an educational background which failed to provide marketable skills, (2) an apparent lack of commitment to provide vocational guidance at the universities and colleges, (3) changes in the labor trends of the marketplace, (4) a more complex work environment which requires more job training, (5) people who have never set occupational goals, and (6) changing economic and social trends which redefine the role of women. (This report concludes with seven recommendations to facilitate the specialized needs of loopers. The questionnaire and a summary of responses are appended.) (EM)

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Educational Looping OR Why Do Four Year College Graduates Return to Community Colleges For Vocational Training

FINAL REPORT

BEST COPY AVAILABLE

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CONNECTICUT STATE DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION
RESEARCH AND PLANNING UNIT
HARTFORD, CONNECTICUT

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Preface

This study will identify the reasons and attitudes of people who have failed to acquire sustaining occupational skills through conventional four-year college programs and have chosen a particular vocational program at a Community College in anticipation of successful job entry. Research is presented in a historical manner as a result of the nature of the raw data.

The report will attempt to define what an "Educational Looper" is, why he became a Looper and what to do about this phenomena.

I wish to acknowledge the following friends and colleagues for their counsel and encouragement: Robert Rue, Fred Casavant, Steve Herman, Jerry Marshall, Fred Ramey, Ed Sherman and Bill Waller. Their cooperation and friendship is most significant to me.

Summary

The context of this study is based on the premise that Community Colleges are serving a very specialized group of students with particular needs, (i.e. the four-year college graduate who returns to Community Colleges for Vocational training) Educational Loopers.

The objectives of this study are: (1) to determine how extensive the need for vocational education is for college graduates who must return for job-entry level course work (i.e. "Educational Loopers"). Is this a growing phenomenon? (2) to determine the kinds of vocational course work the returning graduate desires. (3) to investigate the reasons (i.e. lack of collegiate preparation, disappointment with post-college jobs) the college graduate has chosen to return to a college vocational program. (4) to make recommendations on the advisability and availability of definite vocational curriculum.

A contact person at each of the five Community Colleges distributed questionnaires to instructors teaching in Occupational Education courses, who distributed these to students who had identified themselves as four-year college graduates. The student was asked to complete the questionnaire and return it to the College's contact person who returned it to my office. Forty-nine questionnaires were returned. The conclusions reached as a result of the study are that the Looping phenomena has developed as a result of: (1) an educational background which failed to provide marketable skills (2) universities and colleges appear not to be committed to vocational guidance to the extent necessary to avoid Looping. (3) changes in the labor trends of the marketplace (4) a more complex work environment with additional responsibilities for the employee which require more job training. (5) people who have never set occupational goals. (6) changing economic and social trends which redefine the role of women in relation to the home and the labor market causing larger job entry in traditionally restricted occupations.

In order to facilitate the specilized needs of Loopers, this report recommends: (1) that dialogue be initiated between all facets of higher education and the Conn. Dept. of Labor to make Labor Projections and Manpower planning available. (2) that job availability information become part of entering students orientation program and occupational curriculum (3) that enrichment or retraining programs be presented on a systematic basis depending on employment needs. (4) that all admissions applications determine whether the applicant is a Looper. (5) that work consortiums be developed to serve local needs (6) that "career cluster training" or concentrated curriculum provide for specific skills for identified job entry. (7) that additional research at other Community Colleges, State Colleges and Proprietory Schools be undertaken to expand on knowledge and recommendations.

Background and Setting

It has become increasingly more apparent through informal classroom census that Community Colleges are becoming a source of acquiring more marketable skills for both the unemployed and employed four-year college graduates. This report deals with the reasons why the college graduate has returned to Community Colleges, what this individual hopes to gain by this effort, the kinds of course work he is seeking and whether his needs are being satisfied.

We can begin by looking at Labor Statistics: unemployment projections have dramatically brought about changes in occupational choices that were once considered "safe" for the college graduate. The most glaring examples of this change is in the field of Education. The needs of the graduates in Education and in the Liberal Arts are most apparent due to employment projections through to 1980.[1]

Table I

Projected Employment by Major Occupational Group

Occupational Title	1970	1980	Change, 1970-80 %	Net
Teachers	60,900	56,060	-7.9	-4,840
Adult Education Teachers	1,430	1,440	1.4	20
College, Univ. Teachers	8,080	9,610	18.9	1,530
Elemenary School Teachers	25,780	19,490	-24.4	-6,290
Preschool, Kindergarten	2,520	1,910	-24.2	-610
Secondary School Teachers	19,400	19,420	0.1	20
Teachers nec. Exc. College, University	3,690	4,180	13.3	490

There are, however, other areas where opportunities for employment have soared, specifically, the Professional and Technical fields. Among these in the Medical-Health field some 18,800 openings for registered nurses alone will come to fruition in the 70's.[2]

In administration, the state can expect nearly 82,000 new jobs for managers, public administrators and business owners during 1970-80, jobs in mercantile and eating establishments make up the bulk of these opportunities. Real Estate, Finance and Insurance are "safe" service occupations which show a steady yearly growth. At least 7,000 job openings will occur in each of the remaining years in the 70's for people with clerical and bookkeeping skills.

---

[1] Occupational Outlook 1970-1980 Ct. Labor Dept. Employment Security Div. Oct. 1974

[2] Op Cit

Table II

PRINCIPAL SKILL OF CONNECTICUT WORKERS

1970 and 1980 (PROJECTED)

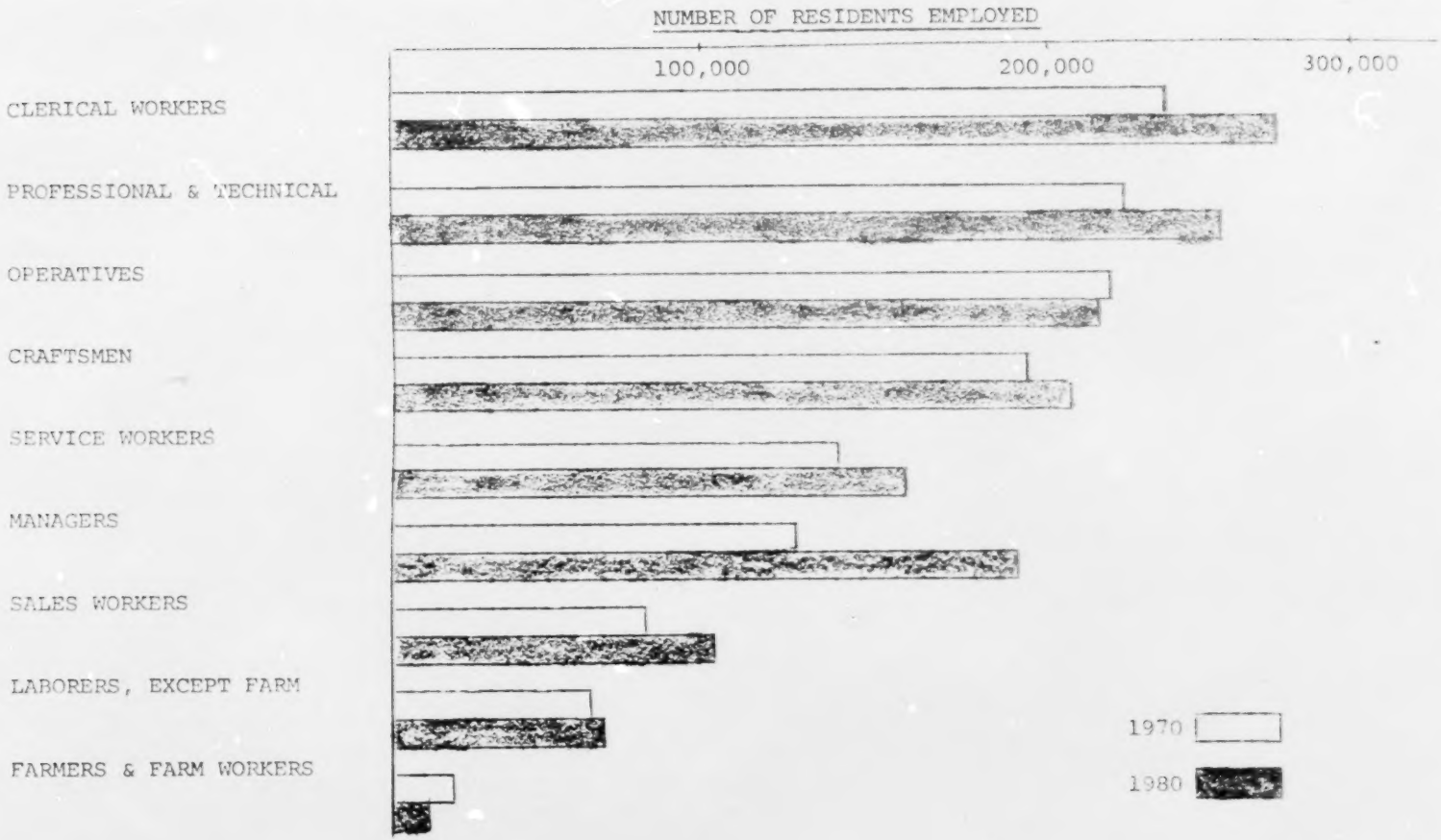

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Table III

Connecticut
Projected Employment
By Major Occupational Group[1]

Occupational Group	1970	1980	Change %	Change Net
Total	1,265,100	1,432,130	13.2	167,030
Professional	218,310	257,480	17.9	39,170
Managers	133,600	171,570	28.4	37,970
Sales	82,900	102,190	23.3	19,290
Clerical	233,930	282,720	20.9	48,820
Service	139,580	157,430	12.8	17,850

The point to all of this is that "Loopers" do have a choice of new occupations and Community Colleges are or at least should have begun to make training available in these areas. It is the charge of this report to investigate and report findings for the following objectives:

OBJECTIVES

This report will attempt:

(1) to determine how extensive the need for vocational education is for college graduates who must return for job entry level course work (i.e. "Educational Loopers"). Is this a growing phenomenon?

(2) to determine the kinds of vocational course work the returning graduate desires.

(3) to investigate the reasons (i.e. lack of collegiate preparation, disappointment with post-college jobs) the college graduate has chosen to return to a college vocational program.

(4) to make recommendations on the advisability and availability of definite vocational curriculum.

[1] IBID page 7

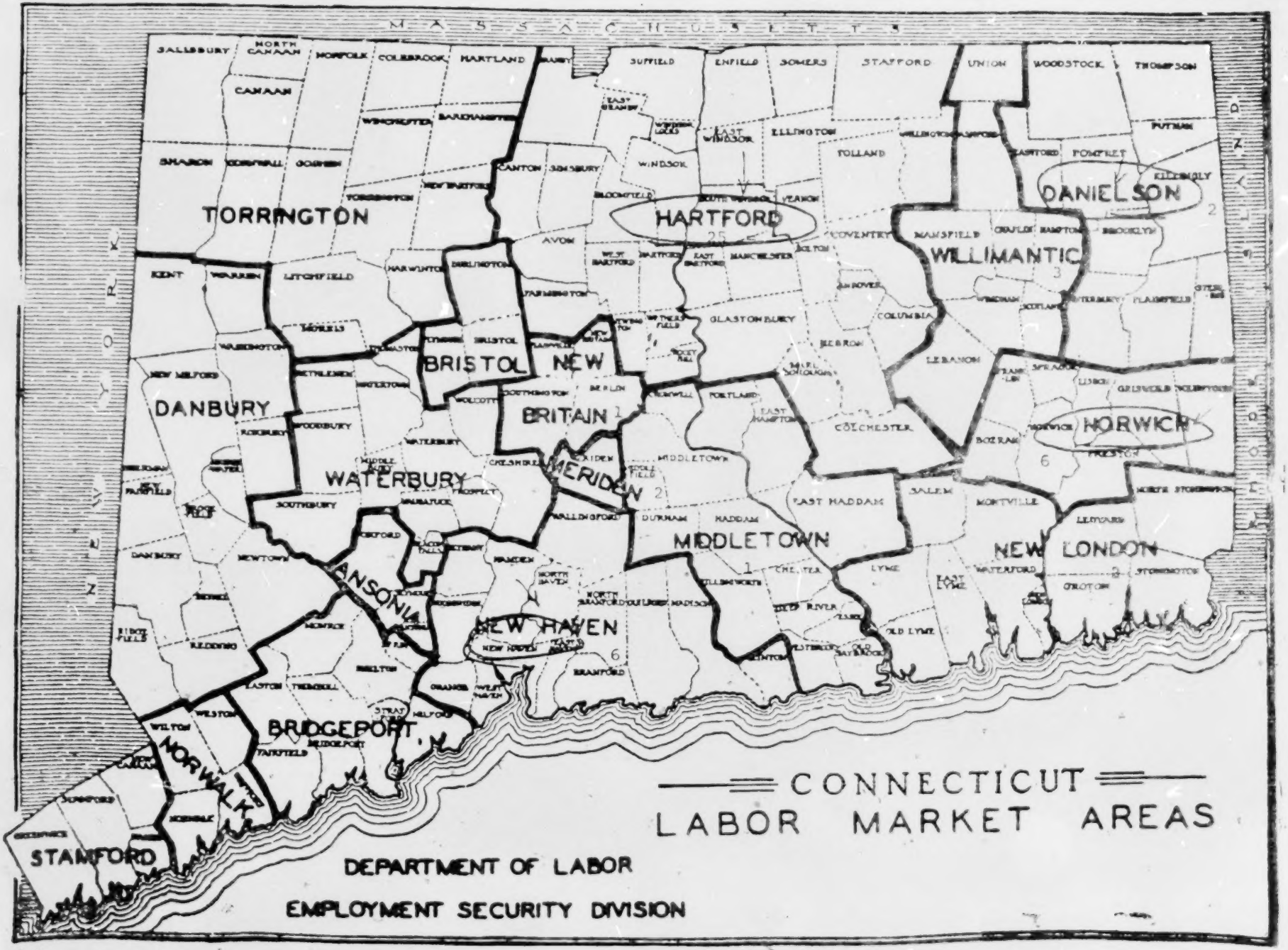
The scope of the project involved five Connecticut Community Colleges (Mohegan, Manchester, Quinnebaug, Greater Hartford, South Central) which are located in four of the State's Labor markets (New Haven, Norwich, Danielson, Hartford). However, many students answering this questionnaire come from other labor markets.

Table IV

Loopers By Labor Market

Danielson	2	Meriden	2
New Britain	1	Middletown	1
New London	2	New Haven	6
Norwich	6	Willimantic	3
Hartford	25	None Given	1

These colleges were chosen as a representative sample of the state system because of the variety of locales, vocational programs offered, their stages of development in terms of community acceptance and the varied labor market each college is within.


MASSACHUSETTS
NEW YORK
RHODE ISLAND
TORRINGTON
HARTFORD
DANIELSON
WILLIMANTIC
DANBURY
BRISTOL
NEW BRITAIN
WATERBURY
MERIDEN
MIDDLETOWN
NORWICH
NEW LONDON
ANSONIA
NEW HAVEN
BRIDGEPORT
NORWALK
STAMFORD
CONNECTICUT
LABOR MARKET AREAS
DEPARTMENT OF LABOR
EMPLOYMENT SECURITY DIVISION

Methods and Procedures

A technique for investigation was developed and was administered with the cooperation of Searle Charles, Executive Director of the Connecticut Community College System, the Presidents of Mohegan, Manchester, Greater Hartford, South Central and Quinnebaug Community Colleges and their respective designates, which charged each instructor of a vocational subject (i.e. Nursing, Child Care, Business Administration, Law Enforcement, et al) to distribute questionnaires to those members of their classes who had identified themselves as Loopers. These students were to fill out the questionnaire at their leisure and return it to the contact person, at their respective colleges. The contact person returned questionnaires to this office via a self-addressed envelope.

It is important to include in this section the kinds of methods and procedures which did not work so that difficulties may be remedied or at least avoided in the future.

The initial method proposed for investigation was a survey of admission forms to determine which students had already graduated from four-year colleges; there was no section which indicated this fact on the application. The alternate method was to survey all admission applications and devise a list of those who had graduated from high school at least four years ago; those people would be contacted with a cover letter and questionnaire. This technique proved unsuccessful due to the Family Rights and Privacy Act of 1974 (see Appendix) which prohibits public disclosure of student records.

Development of the Questionnaire

The questionnaire was broken into four sections, (see Appendix for questionnaire). The first section, questions 1-4, sought to build a demographic description of those who responded; questions 5-7 queried the educational background (i.e. collegiate background) of the respondant. Questions 8 and 9 attempted to inquire into what the respondant perceived as the relationship between his formal academic preparation and initial job entry (i.e. his first job). Questions 10-14 asked the respondant's purpose in returning to college for vocational training, his expectations from Community College education and his evaluation of curriculum experienced.

Enumeration of Project Results

A total of 49 questionnaires were returned by the five Community Colleges surveyed. Ages of respondants (Question 1) ranged from the youngest 22 years to the oldest respondant 58 years old. Clustered in five year groups, the range of responses were significant.

Table V

Age Groups of Loopers

(5 Year Segments)

Age	Responses	%
22-27	14	28.57
28-33	12	24.49
34-39	11	22.46
40-45	7	14.28
46-58	5	10.20
Total	49	100.00

The average age of those responding was 30.7 years. The largest single five year age group fell in the 22-27 year old range with 28.57% responding. The majority of ages 53.03% was made up of the 22-33 year olds. (Enumerations by age can be found in the Appendix).

Question two dealt with the gender of the respondant; 30.61% (15) males and 69.39% (34) females indicated they were Loopers. Question three showed that 65.30% of those responding are married (32), 30.61% (15) are single, 4.0% (2) were divorced. The resident city of Loopers (Question four) indicated a wide distribution of addresses. Thirty-one cities and towns were listed which covered both urban and rural communities. The Greater Hartford area, cities and towns (i.e. Hartford, East Hartford, West Hartford) accounted for 11 of those responding which was larger than any one single area. Colleges the Loopers attended (Question five) were located in various parts of the country and were both public and private schools. The largest group attended colleges in Connecticut. University of Connecticut (11) 22.44%, Central Connecticut State College (6) 13.45%, Eastern Connecticut State College (2) 4.48%, University of Bridgeport (1) 2.24%, and the University of Hartford (1) 2.24%.

Respondants graduated during the range of years between 1947 and 1976. Clustering years graduated into five year periods, Looper profiles look like this:

Year Graduated	# of those Graduated	%
1947-1951	2	4.08
1952-1957	7	14.28
1958-1962	3	6.13
1963-1967	10	20.41
1968-1972	12	24.49
1973-1976	15	30.61
Total	49	100.00

Three respondants received degrees beyond the Bachelor's level, (i.e. two Master's degrees and one Sixth-Year Certificate).

Undergraduate majors (Question six) showed a clustering in Education (21) 42.85%, of the 42.85%, 20.40% (10) in Elementary Education and 22.44% (11) in a variety of Secondary Education preparations. Business majors accounted for 10.20% (5), Psychology 10.20% (5) with other responses in Liberal Arts, Sociology, Social Sciences et al, (see Appendix). The largest number of respondants indicated that they were preparing for a career in education (Question seven) 38.75% (19). The next largest group indicated that they had no career plans (i.e. they were not preparing for a particular job as undergraduates) 18.36% (9). Social Work and Psychology followed with 4.08% each (2). All others were spread among Business, Medical related, Journalism et al.

The first job (Question eight) most Loopers held was directly related to their major area of undergraduate study 57.14% (28), 16.33% (8) found employment in a related field while 24.49% (12) resorted to employment in a totally unrelated field, 2.04% (1) was unemployed after graduation.

Respondants identified their present employemtn as Elementary and Secondary educators (11.24% (6), Teacher Aides 4.08% (2), Substitute Teacher 2.04% (1), others in Journalism, Clerical, Law Enforcement, Accountant, etc. but the largest unit of Loopers were presently unemployed 22.44% (11), (see Appendix). When asked if they were adequately prepared (Question nine) for the world of work as undergraduates, 51.11% (25) answered "yes", 42.85% (21) answered "no", 4.08% (2) made no response and 2.04% (1) answered both yes and no.

Students explained why they felt preparted or inadequately prepared as a result of their undergraduate program by these responses:

"Academic background was adequate in preparing me for my first job, but now I wish to seek a totally different career for which I have no training."

"I did not receive the practical training during my college years which would have given me a skill to acquire my first job."

"My major studies had nothing to do with the career I chose."

"My education (Liberar Arts) while not directly preparing me for the work I am doing, did given me some of the background I needed to deal with people, as well as developing appreciations of life."

"My undergraduate program emphasized going on to graduate school rather than marketable skills. Graduate work was necessary for my job."

"My high school counseling proved to be inadequate. The degree choice was too inflexible to keep up with changing market trends."

"I had no idea what my vocational interests were as an undergraduate. After some work experience I was able to identify the areas in which I needed additional education."

"(My undergraduate education) Good as far as it went but did not provide nearly enough training to engage in employment on an immediate and competent basis."

"I was thoroughly prepared for my job (vocation) as well as receiving an excellent liberal arts background."

"My degree, although general, qualified me to work in my field (public agencies), but when jobs were cut, I had no work. I am getting background for a new job."

"The college degree was inadequate for advancement on the job. I have decided to work for a professional degree (new job) as my only chance to grow."

"I was very prepared, but found it necessary to refresh my undergraduate work with more contemporary methods." (Business, Education)

"I am already working in my chosen field. Courses at the Community College help to relate and understand my job better."

Loopers enrolled at Community Colleges for a variety of reasons (Question 10): "Training for a new job" was the leading response 36.38% (25) answered, "additional job training" was chosen by 26.09% (18), 21.72% (15) answered "enjoyment", 8.70% (6) cited "VA Benefits", 4.84% (3)"Low Cost", 1.45% (1) "Exploratory Coursework", 1.45% (1) "more preparation for graduate school". The largest program concentrations (Question 11) Loopers choose to enroll in were the Business and Secretarial areas. Accounting majors numbered 10 or 20.40% of those responding, Business Administration 14.28% (7), Secretarial Science 14.28% (7), Nursing 14.28% (7), Food Service and Liberal Arts with 6.12% (3) each, Child Care and Library Technician 4.08% (2), others

included General Studies, Science Math background, 8.16% (4) made no response. 48.96%, nearly half of all those responding, chose Business-related curriculum.

Immediate occupational goals (Question 12) usually appeared to be related to collegiate major. There were, however, 24.49% (12) of respondants who had no definite occupational goals or chose not to answer this question. Responses are presented categorically as follows: (specific jobs may be found in the Appendix)

Administrative Occupations	4.08%	(2)
Business Occupations	12.25%	(6)
Education	4.08%	(2)
Food Services	8.16%	(4)
Human Services	2.04%	(1)
Legal Assistant	4.08%	(2)
Library Science	4.08%	(2)
Nursing	12.25%	(6)
Other Answers	24.49%	(12)
Secretarial	24.49%	(12)

The Administrative-Business-Secretarial Areas account for 40.80% (20) of total responses.

Most respondants 67.34% (33) wrote that they were not repeating any coursework (Question 13) they had taken as undergraduate students. However, there was a group 24.49% (12) that were repeating courses; most of these courses were in sciences which would appear as having the effect of updating past education rather than repeating it. Four students 8.17%, did not respond to this question.

The last question (Question 14) asked if there was an occupational program the respondant would like to enroll in which is not being offered at his Community College presently. Most were satisfied that existing Curriculum satisfied their needs 63.39% (31), 10.20% (5) had no answer to this question, but 26.01% (13) asked for

1. Airline Work
2. Computer Science
3. Dietary Technician
4. Electronics
5. Food Assistance
6. Emergency Medical Training
7. Paralegal Work
8. Public Administration Curriculum
9. Personnel Management
10. Specific Medical Secretarial Training

Findings and Analysis

The first objective of the study is to determine how extensive the "Looping Phenomenon" really is or if, in fact, it existed at all. Forty-nine people identified themselves as Loopers. A profile of these people shows that the range of ages of those who answered the questionnaire is from 23 to 58 with the average age being 30.7 years; 15 males and 34 females answered; some 77% were employed, 23% were not;

Table VI

Loopers by Age and Sex
(also Employment Status)

Age Group	Responses	Male	Female	Employed	Unemployed
22-27	14	3	11	10	4
28-33	12	8	4	11	3
34-39	11	3	8	10	1
40-45	7	0	6	5	2
46-58	5	1	5	2	3
Totals	49	15	34	37	12

most were married (32), some single (15) and two were divorced. Their geographic residences were not clustered into any one labor market. There are Loopers in at least 31 cities and towns. Another finding shows that the schools attended for undergraduate degrees transverse the nation. The schools are public, private, large, small, sectarian and non-sectarian, expousing a wide range of philosophy and ideology; certainly higher education cannot be accused of actively trying not to avoid the Looper Phenomena. The year graduated may have some significance, depending on one's major, because job opportunities in specific areas were in various stages. (See table 7). The greatest number of Loopers in a given five year period graduated between 1971 and 1975 when job potential in both the public and private sectors had diminished dramatically for the college graduate with a Liberal Arts degree. Another cause for looping may lie in the types of undergraduate majors Loopers had elected; the greatest number of Loopers was shown to have Education and Liberal Arts as undergraduate majors (21 Loopers or 42.85% of those studied in Education) other non-vocational Liberal Arts majors accounted for 10.20% while the remaining 46.85% were scattered in majors like Business Administration, Medical Fields, Conservation, Law, et al.

Table VII

Date of Graduation Relative to Employment Status

Year Graduated	# Graduated	Employed	Unemployed
1976	1	1	0
1975	8	6	2
1974	2	2	0
1973	6	5	1
1972	2	2	0
1971	2	1	1
1970	0	0	0
1969	5	3	2
1968	2	2	0
1967	2	2	0
1966	4	3	1
1965	0	0	0
1964	1	1	0
1963	3	2	1
1962	0	0	0
1961	1	1	0
1960	0	0	0
1959	1	1	0
1958	0	0	0
1957	0	0	0
1956	1	0	1
1955	2	0	2
1954	1	1	0
1953	2	2	0
1952	1	1	0
1951	0	0	0
1950	0	0	0
1949	1	0	1
1948	0	0	0
1947	1	1	0

Most Loopers found employment directly related to the field they were preparing for 59.14% (28) as undergraduates; some 16.32% (8) were employed in allied fields (i.e. those fields where some of the skills acquired as undergraduates would be applicable). Another group 24.49% (12) were employed in unrelated occupations. Only 2.04% (1) was unemployed upon graduating. (See Table VIII).

However, Loopers left many of the jobs they held in favor of some other types of employment. Table IX shows only 22.44% (11) remained in a directly related field while only 18.36% (9) stayed in an allied field. The most dramatic changes are in unrelated fields where 36.71% (18) have chosen to work and some 22.44% (11) are now unemployed.

Table VIII

Relationship of College Major to First Job

College Major	Directly Related	Allied Field	Unrelated Field	No Job
Accounting	1			
Bacteriology	1			
Child Development & Family Relations	1			
Criminal Justice	1			
Data Processing	1			
Economics			2	
English			3	
Fashion Design	1			
Journalism		1		
Language				1
Liberal Arts			1	
Management			1	
Natural Resources Conservation			1	
Nursing	1			
Marketing	1	1		
Physical Therapy			1	
Psychology	2	2	1	
Elementary Education	8	1	1	
Secondary Education	8	2		
Sociology	2	1	1	
Total	28	8	12	1

Table IX

Relationship of College Major to Present Employment

College Major	Directly Related	Allied Field	Unrelated Field	Unemployed	Full Time	Part Time
Fashion Design		1			1	
Child Development & Family Relations		1				1
Elementary Education	4	1	2	3	5	2
Natural Resources Conservation			1		1	
Sociology			3	1	3	
Psychology	1	1	1	1	2	2
Criminal Justice	1				1	
Secondary Education	2	1	4	3	6	1
English			3		3	
Economics			1	2	1	
Marketing		1	1		2	
Data Processing	1				1	
Language				1		
Management		1			1	
Accountant	1				1	
Liberal Arts			1		1	
Journalism	1				1	
Physical Therapy		1				1
Nursing		1			1	
Bacteriology			1		1	
Total	11	9	18	11	32	7

Objective # 2

The kinds of vocational course work the Looper desires in Community Colleges centers around the Business areas, for example, Accounting is desired by 20.40%, Business Administration 14.28% and Secretary Science 14.28% of Looper concentrations in Community Colleges. Others included: Child Care 4.08%, Food Services 6.12%, Nursing 14.28%, Legal Assistant 6.12%, Library Technician 4.08% and the Liberal Arts who returned to reinforce previous studies. These career choices seem consistent with the current demands for labor as presented earlier in the Background Section of this study.

Women who traditionally have majored in specific academic areas (i.e. Nursing, Education, Secretarial Science) are currently prone to courses in Accounting and Business Administration as well; this is especially true among married females between the ages of 28-58 and almost as many females as males desired Business Administration as a major. (See Table X)

Objective # 3

Loopers expressed a variety of reasons (some wrote more than one response) for returning for more vocational training in terms of present needs. Of the many reasons proposed, most indicated 33.27% that they were training for a new job, 24.06% returned for additional job training (i.e. to enhance their present positions), 20.02% returned for enjoyment, 8.01% for VA Benefits, 4% because of the low cost of tuition, 1.33% for refresher courses, 1.33% for graduate school credit, 1.33% to help toward earning a degree in Liberal Arts, 1.33% for exposure to Business Curriculum and 5.32% gave no response. (See Table XI)

Another series of reasons for the Looping phenomena pertained to the collegiate background of the Looper. Many expressed negative feelings about their undergraduate preparation. Some replied (42.85%) that they received little or no practical training during their college years which would have prepared them with enough marketable skills to qualify for at least a job entry position in their chosen field. Some claimed their major studies were unrelated to the career they chose. Others responded (10%) that their undergraduate programs did not emphasize the development of a marketable skill, but instead were preparing them for graduate school studies. Members of this group who found themselves unable to begin their graduate studies or those who could not complete graduate work had neither an advanced degree nor any form of job training to compete in the job market, thus they returned to the Community College. Another respondant explained that he had no idea what his plans were as an undergraduate; only after some job experience was he able to identify areas which needed more vocational preparation.

However, most did defend their undergraduate background. Some felt thoroughly prepared for their first job. Also, they stated that

Table X

A Comparison of Age and Gender to Community College Major

	Total	Acct'g	Business	Child Care	Food Serv.	Gen'l Studies	Law Enf.	Lib. Arts	Med'l	Sec'y	Other	No Resp
Single Males												
22-27	2		1									
28-33	2		1									1
34-39												
40-45												
46-58												
Total	4		2									1
Married Males												
22-27	1	1										
28-33	5	2				1		1				
34-39	3	1	1							1		
40-45												
46-58	1										Leg'l Asst	
Total	10	4	1		1	1		1		1	1	
Divorced Males												
28-33	1								1			
Total	1								1			
Single Females												
22-27	6		1						1	4		
28-33	3		2							1		
34-39	1				1							
40-45												
46-58	1									1		
Total	11		3		1				1	6		
Married Females												
22-27	5			1				1	1			2
28-33	1	1										
34-39	6	1						1	3		Lib Tech Aide	
40-45	6	2		1					1		Lib Tech	1
46-58	4	1	1								No pgm*	
Total	22	5	1	2				2	5		4	3
Div. Females												
34-39	1	1										
TOTALS	49	10	7	2	3	1		3	7		5	4

*Sci & Math

Table XI

Reasons for Enrolling at Community Colleges by Present Occupation

(some respondants gave more than 1 answer)

Present Occupation	Add'l Training	Job Training for new job	Enjoyment	V. A. Benefits	Other
Math Technician	1				Refresher
Medical Secretary	1				
Secondary School Teacher	5	7	3		none given
Unemployed	4	5	7	1	" "
Salesman		1			low cost
Social Worker	1		1	1	
Dietary Aide	1				
Advertising Copywriter		1			
Accounts Clerk		1			
IV Therapist		1			
Physical Therapist		1			
Magazine Editor					to earn grad school cr.
Insurance Claims Adjuster	1			1	
Comptroller	1		1	1	
Bookkeeper		1	1		
Accountant		1			
Air Force Officer Ret.		1		1	
Nurses Aide		1			low cost
Psychiatric Aide					none given
Rehabilitation Counselor					" "
Electronics Technician					low cost
Draftsman		1			
Secretary		1	1		
Computer Operator		1			
Police Officer				1	
Student Personnel Counselor		1			
Elementary Education	1				
Air Traffic Forecaster					exposure to Bus. courses
Credit Manager	1				
Programmer					to earn Lib Arts deg.
Factory Worker	1		1		
Total	18	25	15	6	

they received an excellent Liberal Arts background. Some came back to school to refresh undergraduate work. Other respondants believed the college degree was fine for the first job, but gave no opportunity for advancement in that position. One had to return to school for specific vocational training in order to qualify for more responsibility. Still another group of respondants believed they were prepared for jobs, but lost their positions due to fiscal policies which diminished public agencies staffing and school faculties.

Community Colleges appear to be satisfying most of the demands for specific curriculum to meet the vocational needs enumerated previously (i.e. personal enrichment, exploration of occupations, refresher course work, additional job training, training for a new job, compensating for an inadequate undergraduate program). However, respondants did indicate an unavailability of certain programs like paramedical programs, occupations in the hospitality industry, paralegal training, some areas of business administration, et al. Questions relating to the need for programs in specific locales can be dealt with later, however, it is important to note that they were mentioned as not being available. The data does encourage the expansion of Accounting, Business Administration, Secretarial and Nursing Programs. There was also a need expressed for Food Services and Public Administration course work.

Conclusion

We may conclude from the data that there are four-year college graduates and those with advanced degrees (collectively called "Educational Loopers") who are attending Community Colleges in Connecticut for specific vocational training.

Their educational backgrounds may have a great deal to do with the fact that they are looping. Those who failed to gain marketable training as undergraduates or graduate students have become more subject to the whims of the employment market. The Liberal Arts and Humanities graduates appear to be most affected. Those Loopers who majored in Education, having no other alternate job preparation, have found themselves unemployed with little prospects for a meaningful, well-paying career so they may return to school.

A second conclusion is that the Looping phenomena cannot be traced to any one type of educational institution. However, the data does suggest that colleges do not appear to be very active in disseminating information concerning occupational trends, opportunities or descriptions to their students. This conclusion can be substantiated by the many Loopers who are currently working in occupations totally unrelated to their undergraduate occupational goals. (See Looper's comments in Enumeration of Project Results)

Changing employment trends are another cause for Looping. Table I shows the net loss of jobs in Education to number 11,740 between 1970-80, while Tables II and III point to significant increases in the Professional, Clerical, Manager and Sales Occupational groups.

The prevailing job market appears to have a real effect on renewed occupational choices. Respondants whose academic background and earlier job efforts tended to lean more toward social service jobs (see Question # 7 Enumeration of Project Results) have developed new occupational aspirations (see Question # 11) which center around Business, Secretarial and Nursing et al. as job goals. This coincides with the demand peaks for workers in the current job market.

The Looping Phenomenon cannot be traced to any one geographical area. It would be a simple matter to label the causes of Looping to the economic depression of a locale, but the data shows otherwise. We suspect, based on the data accumulated, that the complexity of work situations has, among other reasons forced the college graduate to return for"nuts and bolts" training and retraining. One respondant wrote that he was expected to assume more responsibilities in his new job, but lacked the basic business skills to be competent thus he enrolled at a Community College. Many responded that they returned for additional job training. (See Table X)

Some Loopers returned to Community Colleges because they had no real vocational plans while in college or after graduation. (It seems absurd that so many should invest so much to garner so little in terms of future job potential). These respondants did not indicate why they had no vocational aspirations, but one may surmise from their educational backgrounds that they had little or no exposure to the vocational world.

Finally, Looping can be caused by changing economic and social trends. More women are entering the job market today to help their families financially; or women may be working in a family business and returned to school for some business expertise. Women are achieving the equality in administrative and managerial positions which had been previously denied (now mandated under Affirmative Action Legislation). The data shows that as many women Loopers as men are enrolled in Accounting and Business Administration programs, who are seeking these managerial positions. Furthermore, as children grow up, more women are leaving the home to pursue full-time work. Some of these women have found that their undergraduate degree is no longer valid for job entry and have decided to return to the Community College for vocational training. It is significant that women between the ages of 40 and 58 (when most of their children are grown up) 34.69% (17) of the total sample, are Looping. Looking at all age groups of women in the study, 69.38% (38) of the sample are females. It may be less severe economically for a married woman to return to school than a married man for new or additional job training. Women are choosing their occupations based on need and interest rather than stereotyped, feminine-occupation roles.

In retrospect, we can surmise that the Looping phenomena has developed as a result of:

(1) an educational background which failed to provide marketable skills

(2) universities and colleges appear not to be committed to vocational guidance to the extent necessary to avoid looping

(3) changes in the labor trends of the marketplace

(4) a more complex work environment with additional responsibilities for the employee which require more job training

(5) people who have never set occupational goals

(6) changing economic and social trends which redefine the role of women in relation to the home and the labor market causing larger job entry in traditionally restricted occupations.

Recommendations

In order to facilitate the specialized needs of Loopers this report recommends:

(1) that a dialogue be initiated and perpetuated among the State Department of Labor, Four-year colleges, Community Colleges and Secondary schools which would advise educational institutions about prevailing opportunities in the State's Labor Markets, the qualifications necessary for job entry and/or the practical experiences desired by prospective employers. Furthermore, Labor Projections should be made available to all of the appropriate personnel for dissemination among their respective student bodies.

(2) that entering students as part of their orientation programs, should be exposed to content dealing with the working world. This content should deal with job availability, entry pre-requisites, employment projections and opportunity for advancement. Occupational instructors should be encouraged to share this kind of information with their classes.

(3) that Community Colleges offer on a systematic basis, periodic "enrichment programs" dealing with new practices and developments in a given occupational area for people in the community who wish to update their skills. These programs should be coordinated through the Office of the Executive Officer of the Community College System and offered to students via television. The program should have input by various groups from both the public and private sectors.

(4) that all Community College Admissions applications be printed with an additional question which would ask the applicant if he or she had a Baccalaureate degree or better. Future studies of "Loopers" would become much more complete and a more reliable statistical universe established.

(5) work consortiums be developed to coordinate the educational offerings of Community Colleges with the opportunities in the local job market for Loopers and others. These consortiums would consist of members of a subcommittee from the Advisory Board to serve in their respective locales. These consortiums are more likely to identify the changing opportunities for the prospective worker in a local area.

(6) that Community Colleges investigate the feasibility of initiating, "Career Clusters", concentrated curriculum which would offer skills for immediate job entry. The course work would not be the traditional degree or certificate program, but rather, offered as a series of "How To" courses, which can be presented in tightly structured modules for as many weeks as deemed necessary to master competence for a new position. For example, a Looper desiring competency in Secretarial Science can, in a ten week competency cluster, study typing skills, develop working knowledge of office machine operations and master entry level abilities in shorthand and transcription in the context

of this programming which can be presented in a realistically oriented case project and provide entry skills.

(7) that additional research be done at the remaining seven Community Colleges, four Vocational Colleges and at private business and vocational schools to determine if the phenomena is expanding, to delineate further the special needs of this group and to expand on recommendations as a result of this study. In addition, investigation should be made regarding the kinds of student needs private proprietory schools are satisfying that public higher education is failing to satisfy.

APPENDIX

Public Law 93-380
93rd Congress, H. R. 69
August 21, 1974

An Act

88 STAT. 484

To extend and amend the Elementary and Secondary Education Act of 1965, and for other purposes.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That this Act may be cited as the "Education Amendments of 1974".

Education Amendments of 1974.
20 USC 821 note.

PROTECTION OF THE RIGHTS AND PRIVACY OF PARENTS AND STUDENTS

Supra.

SEC. 513. (a) Part C of the General Education Provisions Act is further amended by adding at the end thereof the following new section:

"PROTECTION OF THE RIGHTS AND PRIVACY OF PARENTS AND STUDENTS

20 USC 1232g.

"SEC. 438. (a) (1) No funds shall be made available under any applicable program to any State or local educational agency, any institution of higher education, any community college, any school, agency

offering a preschool program, or any other educational institution which has a policy of denying, or which effectively prevents, the parents of students attending any school of such agency, or attending such institution of higher education, community college, school, preschool, or other educational institution, the right to inspect and review any and all official records, files, and data directly related to their children, including all material that is incorporated into each student's cumulative record folder, and intended for school use or to be available to parties outside the school or school system, and specifically including, but not necessarily limited to, identifying data, academic work completed, level of achievement (grades, standardized achievement test scores), attendance data, scores on standardized intelligence, aptitude, and psychological tests, interest inventory results, health data, family background information, teacher or counselor ratings and observations, and verified reports of serious or recurrent behavior patterns. Where such records or data include information on more than one student, the parents of any student shall be entitled to receive, or be informed of, that part of such record or data as pertains to their child. Each recipient shall establish appropriate procedures for the granting of a request by parents for access to their child's school records within a reasonable period of time, but in no case more than forty-five days after the request has been made.

"(2) Parents shall have an opportunity for a hearing to challenge the content of their child's school records, to insure that the records are not inaccurate, misleading, or otherwise in violation of the privacy or other rights of students, and to provide an opportunity for the correction or deletion of any such inaccurate, misleading, or otherwise inappropriate data contained therein.

Hearing.

"(b) (1) No funds shall be made available under any applicable program to any State or local educational agency, any institution of higher education, any community college, any school, agency offering a preschool program, or any other educational institution which has a policy of permitting the release of personally identifiable records or files (or personal information contained therein) of students without the written consent of their parents to any individual, agency, or organization, other than to the following—

Release of records, parental consent requirement.

"(A) other school officials, including teachers within the educational institution or local educational agency who have legitimate educational interests;

"(B) officials of other schools or school systems in which the student intends to enroll, upon condition that the student's parents be notified of the transfer, receive a copy of the record if desired, and have an opportunity for a hearing to challenge the content of the record;

"(C) authorized representatives of (i) the Comptroller General of the United States, (ii) the Secretary, (iii) an administrative head of an education agency (as defined in section 409 of this Act), or (iv) State educational authorities, under the conditions set forth in paragraph (3) of this subsection; and

"(D) in connection with a student's application for, or receipt of, financial aid.

"(2) No funds shall be made available under any applicable program to any State or local educational agency, any institution of higher education, any community college, any school, agency offering a preschool program, or any other educational institution which has a policy or practice of furnishing, in any form, any personally identifiable information contained in personal school records, to any persons other than those listed in subsection (b) (1) unless—

"(A) there is written consent from the student's parents specifying records to be released, the reasons for such release, and to whom, and with a copy of the records to be released to the student's parents and the student if desired by the parents, or

"(B) such information is furnished in compliance with judicial order, or pursuant to any lawfully issued subpoena, upon condition that parents and the students are notified of all such orders or subpoenas in advance of the compliance therewith by the educational institution or agency.

Records, accessibility for audit.

"(3) Nothing contained in this section shall preclude authorized representatives of (A) the Comptroller General of the United States, (B) the Secretary, (C) an administrative head of an education agency or (D) State educational authorities from having access to student or other records which may be necessary in connection with the audit and evaluation of Federally-supported education program, or in connection with the enforcement of the Federal legal requirements which relate to such programs: *Provided*, That, except when collection of personally identifiable data is specifically authorized by Federal law, any data collected by such officials with respect to individual students shall not include information (including social security numbers) which would permit the personal identification of such students or their parents after the data so obtained has been collected.

Written request.

"(4)(A) With respect to subsections (c)(1) and (c)(2) and (c)(3), all persons, agencies, or organizations desiring access to the records of a student shall be required to sign a written form which shall be kept permanently with the file of the student, but only for inspection by the parents or student, indicating specifically the legitimate educational or other interest that each person, agency, or organization has in seeking this information. Such form shall be available to parents and to the school official responsible for record maintenance as a means of auditing the operation of the system.

"(B) With respect to this subsection, personal information shall only be transferred to a third party on the condition that such party will not permit any other party to have access to such information without the written consent of the parents of the student.

Surveys.

"(c) The Secretary shall adopt appropriate regulations to protect the rights of privacy of students and their families in connection with any surveys or data-gathering activities conducted, assisted, or authorized by the Secretary or an administrative head of an education agency. Regulations established under this subsection shall include provisions controlling the use, dissemination, and protection of such data. No survey or data-gathering activities shall be conducted by the Secretary, or an administrative head of an education agency under an applicable program, unless such activities are authorized by law.

"(d) For the purposes of this section, whenever a student has attained eighteen years of age, or is attending an institution of postsecondary education the permission or consent required of and the rights accorded to the parents of the student shall thereafter only be required of and accorded to the student.

"(e) No funds shall be made available under any applicable program unless the recipient of such funds informs the parents of students, or the students, if they are eighteen years of age or older, or are attending an institution of postsecondary education, of the rights accorded them by this section.

"(f) The Secretary, or an administrative head of an education agency, shall take appropriate actions to enforce provisions of this section and to deal with violations of this section, according to the provisions of this Act, except that action to terminate assistance may

be taken only if the Secretary finds there has been a failure to comply with the provisions of this section, and he has determined that compliance cannot be secured by voluntary means.

"(g) The Secretary shall establish or designate an office and review board within the Department of Health, Education, and Welfare for the purpose of investigating, processing, reviewing, and adjudicating violations of the provisions of this section and complaints which may be filed concerning alleged violations of this section, according to the procedures contained in sections 434 and 437 of this Act.". Ante, pp. 568-57

(b)(1)(i) The provisions of this section shall become effective ninety days after the date of enactment of section 438 of the General Education Provisions Act. Effective date. 20 USC 1232g note.

(2)(i) This section may be cited as the "Family Educational Rights and Privacy Act of 1974". Family Educational Rights and Privacy Act of 1974.

PROTECTION OF PUPIL RIGHTS

SEC. 514. (a) Part C of the General Education Provisions Act is further amended by adding after section 438 the following new section: Ante, p. 571.

"PROTECTION OF PUPIL RIGHTS

"SEC. 439. All instructional material, including teacher's manuals, films, tapes, or other supplementary instructional material which will be used in connection with any research or experimentation program or project shall be available for inspection by the parents or guardians of the children engaged in such program or project. For the purpose of this section 'research or experimentation program or project' means any program or project in any applicable program designed to explore or develop new or unproven teaching methods or techniques.". 20 USC 1232h. Definition.

(b) The amendment made by subsection (a) shall be effective upon enactment of this Act. Effective date. 20 USC 1232h note.

LIMITATION ON WITHHOLDING OF FEDERAL FUNDS

SEC. 515. (a) Part C of the General Education Provisions Act is further amended by adding after section 439 the following new section: Supra.

"LIMITATION ON WITHHOLDING OF FEDERAL FUNDS

"SEC. 440. Except as provided in section 438(b)(1)(D) of this Act, the refusal of a State or local educational agency or institution of higher education, community college, school, agency offering a preschool program, or other educational institution to provide personally identifiable data on students or their families, as a part of any applicable program, to any Federal office, agency, department, or other third party, on the grounds that it constitutes a violation of the right to privacy and confidentiality of students or their parents, shall not constitute sufficient grounds for the suspension or termination of Federal assistance. Such a refusal shall also not constitute sufficient grounds for a denial of, a refusal to consider, or a delay in the consideration of, funding for such a recipient in succeeding fiscal years. In the case of any dispute arising under this section, reasonable notice and opportunity for a hearing shall be afforded the applicant.". 20 USC Ante,

(b) The amendment made by subsection (a) shall be effective upon enactment of this Act. Effective dat 20 USC 12321 note.

Educational Looping

(A study of the Phenomena of College Graduates returning to Community Colleges for Vocational Study)

Sponsored by the Connecticut State Department of Vocational Education

1. Age: (your last birthday) _____

2. Sex: ( ) Male ( ) Female

3. Marital Status: ( ) Single ( ) Married ( ) Divorced ( ) Widowed

4. Your resident city address _____

5. College(s) attended for your undergraduate degree

	Attendance Dates (years)
(1) _____	19__ to 19__
(2) _____	19__ to 19__
(3) _____	19__ to 19__
(4) _____	19__ to 19__

Date graduated 19__

6. What was your major(s) as an undergraduate when seeking your Bachelor's Degree? _____

7. What type of job were you preparing for as an undergraduate seeking a Bachelor's Degree? _____

8. What jobs did you hold after you received your Bachelor's Degree?

1st job _____

2nd job _____

3rd job _____

Present job _____ (if more than 3)

9. Did you feel that your undergraduate program adequately prepared you for the working world?

( ) Yes
( ) No

Please explain.
(This answer is extremely important to the study. Please explain your answer in as great a depth as you believe necessary.)

10. Why did you enroll at a Community College?

( ) Additional job training

( ) Training for a new job

( ) To take courses for enjoyment

( ) For VA benefits

( ) Other Please explain. _____

(May choose more than one)

11. In what program are you concentrating your studies at your Community College?

( ) Accounting
( ) Business
( ) Child Care
( ) Food Services
( ) General Studies
( ) Law Enforcement
( ) Liberal Arts
( ) Medical Program _____
( ) Secretarial
( ) Other Program _____

12. What is your immediate occupational goal? (i.e. what kind of job are you seeking)

13. Are there areas of instruction that you are presently enrolled in at the Community College that repeat what you have already learned as an undergraduate pursuing a Bachelor's Degree?
Explain.

14. Is there an occupational program you would like to enroll in, which is not being offered at the Community College you are now attending?

Question # 1 - Age Distribution

22-27	14
28-33	12
34-39	11
40-45	7
46-58	5

Question # 2 - Sex

Male	15
Female	34

Question # 3 - Marital Status

Single	15
Married	32
Divorced	2
Widowed	0

Question # 4 - Your resident city address

Ashford	1	New Haven	2
Danielson	1	N. Windham	1
E. Hartford	1	Old Lyme	1
E. Haven	1	Orange	1
Farmington	1	Putnam	1
Glastonbury	2	Salem	1
Groton	1	Simsbury	1
Guilford	1	Tolland	1
Hartford	4	Wallingford	1
Lisbon	1	Wethersfield	1
Manchester	3	Willimantic	1
Meriden	1	Windsor	1
Middletown	1	W. Hartford	6
Newington	2	W. Haven	1
Norwich	4	W. Willington	1
New Britain	2	None Given	1

Question # 5 - College(s) attended for your undergraduate degree

Alfred State College	1	Seattle Pacific College	1
American International College	1	Simmons College	1
Annhurst	1	Southern Conn. St. College	3
Barnard College	1	SUNY-Albany	1
Bryant College	2	SUNY-Oneonta	1
Case Western Reserve Univ.	1	Tufts	1
Central Conn. State College	6	Univ. of Bridgeport	1
Clark University	1	Univ. of Connecticut	11
College of Our Lady of the Elms	1	Univ. of Dijon (France)	1
Eastern Conn. State College	2	Univ. of Hartford	1
Emmanuel	2	Univ. of Louisville	1
Emporia State College	1	Univ. of Maine	1
Husson College	1	Univ. of Maryland	1
Institute for American Studies	1	Univ. of Miami	1
Keuka College	1	Univ. of Minnesota	1
Laval University	1	Univ. of Mississippi	1
Marquette University	1	Univ. of New Hampshire	2
Mass. College of Art	1	Univ. of Rhode Island	2
Oberlin College	1	Univ. of Vermont	1
Providence College	1	Valparaiso State College	1
		Vermont College	1

5 a - date graduated

1947	1	1960	1	1971	2
1949	1	1961	1	1972	3
1952	1	1963	3	1973	5
1953	2	1964	1	1974	1
1954	1	1966	4	1975	8
1955	2	1967	2	1976	1
1956	1	1968	2		
1959	1	1969	5		

Date graduated with M.A. or M.S.

1. M.A. 1966 - 6th year 1973

2. 1972

3. 1974 Three students beyond Bachelor's Degree

Question # 6 - What was your major(s) as an undergraduate when seeking your Bachelor's Degree?*

Bacteriology		1
Business		5
Accounting	1	
Business Administration	2	
Marketing	1	
Public Relations	1	
Child Development		1
Conservation		1
Criminal Justice		1
Data Processing		1
Economics		2
Education		16
Business Education	1	
Elementary Education	7	
English Education	5	
General Education	4	
Home Economics Education	1	
Language Education	2	
Music Education	1	
Fashion Design		1
German		1
History		1
Liberal Arts		1
Math		1
Nursing		1
Physical Therapy		1
Psychology		5
Social Science		2
Sociology		1

*Some claim more than one major, however, first major was used in this report.

Question # 7 - What type of job were you preparing for as an undergraduate seeking a Bachelor's Degree?

Accountant	1	Publications	1
Bank Marketing	1	Registered Nurse	1
Clinical Psych.	2	Rehab. Counselor	1
Data Processing	1	Social Worker	2
Fashion Design	1	Teaching	
International Rel.	1	Elementary	9
Lab Technician	1	Nursery	2
Law	1	Secondary	7
Management	1	Special Ed.	1
Marketing	1	Translator-Interpretor	1
No Plans	9	Writer	1
Police Officer	1	Wild Life Biologist	1
Physical Therapy	1		

Question # 8 - What jobs did you hold after you received your Bachelor's Degree?

First Job:

Accountant	1	Programmer	1
Actuarial Dept.	1	Psychiatric Aide	1
Cashier	1	Psychologist Research Analyst	1
Chamber Maid	1	Public Relations Assistant	1
Child Care Counselor	1	Registered Nurse	1
Church Ed.	1	Sales	1
College Personnel Work	1	Savings and Loan Asst.	1
Computer Operator	1	Secretary	1
Draftsman	1	Social Worker	1
Electronic Technician	1	Teacher	7
Elementary Teacher	4	Teacher's Aide	1
Factory Worker	2	Teen Counselor	1
Lab Technician	1	Telephone Co. Service Rep.	1
Library Aide	1	Translator-Interpretor	1
Music Educator	1	USAF	1
Part time Librarian	1	US Army	1
Physical Therapist	1	Waitress	1
Police Officer	1		

Present Job:

Math Technician	1	Dress Designing	1
Medical Secretary	1	Factory Supervision	1
No Job	11	Programmer	1
Social Worker	1	Credit Manager	1
Child Birth Educator	1	Air Traffic Forecasting	1
Office Management	1	Fileclerk	1
Teacher	4	Police Officer	1
Teacher Aide (Hearing)	1	GHCC Business Resource Aide	1
Teacher Asst (Handicapped)	1	Sales	1
Secretary	2	Dietary Aide	1
Substitute Teacher	1	Editor-Psychology Journal	1
Nurse's Aide	1	Ins. Claims Adjustor	1
Psychiatric Aide	1	Comm.College Comptroller	1
Rehabilitation Counselor	1	Accountant	1
Electronics Tech.	1		

Question # 9 - Did you feel that your undergraduate program adequately prepared you for the working world?

Yes	25
No	21
N/R	2
Yes & No	1

Legal Assistant	2
Library Science:	
Librarian	1
Library Assistant	1
Nursing	6
Other Answers	
Job Betterment	1
No Definite Plans	8
No answer	3
Secretarial	
Secretary (no specialty noted)	6
Legal Secretary	2
Medical Secretary	3
Typist	1

Question # 13 - Are there areas of instruction that you are presently enrolled in at the Community College that repeat what you have already learned as an undergraduate pursuing a Bachelor's Degree? Explain.

Yes ..... 12 No ..... 33 No Answer 4

Anatomy & Physiology
Development Psychology
(repeat of Child Psych,)
English Review - excellent
Human Biology
Psychiatric Nursing-helpful
Science
Sociology

Question # 14 - Is there an occupational program you would like to enroll in which is not being offered at the Community College you are now attending?

Yes ..... 13 No ..... 31 No answer 5

Airline Work
Bachelor's degree in nursing for transfer students
Better science program-more equipment
Computer Science
Dietary Technician
Electronics
Food Services
Medical Assistant Training

Yes answers continued:

Paralegal Training
Personnel Management
Practical Adm. Studies
(i.e. Environmental public health, public government)
Specific Medical Secretary Training

Should additional explanation be required, I can be contacted at

Mohegan Community College, Mahan Dr., Norwich, Ct. 06360

1-203-886-1931, Extension 255.

Question # 10 - Why did you enroll at a Community College?

Additional Job Training	18
Training for a new job	25
Enjoyment	15
VA Benefits	6
Other	
Low Cost	3
More courses to go to grad school	1
Exploratory	1

Question # 11 - In what program are you concentrating your studies at your Community College?

Accounting	10
Business Adm.	7
Child Care	2
Food Services	3
General Studies	1
Law Enforcement	-
Liberal Arts	-
Medical (nursing)	7
Secretary	7
Other	
Legal Assistant	2
Library Tech.	2

Question # 12 - What is your immediate occupational goal? (i.e. what kind of job are you seeking)

Administration	
College Administrator - Comptroller	1
Human Services Administrator	1
Business	
Accounting in Private Sector	1
Certified Public Accounting	3
Insurance Claims Adjustor	1
Personnel Management	1
Education	
Special Education Teacher	1
Home Economics Teacher	1
Food Service	
Chef	1
Dietary Technician	3
Human Services	
Social Case Worker	1